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Vol. XII

No. 8

NOVEMBER, 1918

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KEEP 'EM SMILING

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The Playground

Vol. XII No. 8

NOVEMBER 1918

Courageous Stand of Otto T. Mallory in Philadelphia

BOARD OF RECREATION

PHILADELPHIA, PA.

September 18, 1918

TO THE EDITOR:
The Playground
Cooperstown, N. Y.

DEAR SIR:

The following information may interest you as a topic for your magazine. At a recent meeting of the Board of Recreation of Philadelphia, Pa., held in Room 587, City Hall, a reorganization took place. The following members were appointed and officers elected: Honorable Raymond MacNeille, Judge in the Municipal Court, President; Robert Smith, Vice-President; Edwin O. Lewis, Secretary; James A. Hamilton, Louis N. Goldsmith, authoritative writer on Athletics and member of the Board of Managers of the A. A. U. and Thomas J. Meagher, Robert Smith and James A. Hamilton were members of the incumbent Board. Judge MacNeille, Mr. Lewis, Mr. Meagher and Mr. Goldsmith were appointed by Mayor Thomas B. Smith to fill the unexpired terms of Hon. Ernest L. Tustin, Miss Sophia L. Ross and William A. Stecher.

Immediately following re-organization, the new Board elected Mr. Eduard R. Gudehus to the position of Supervisor of Recreation for the City of Philadelphia.

Very truly yours,

GENEVIEVE CARR,
In charge of Publicity

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TO THE EDITOR OF THE PLAYGROUND:

The above news item is of but little interest except for the series of events attending the re-organization announced. Two statements are made: the reorganization of the Board of Recreation and the appointment of a Supervisor of Recreation. On these two statements hangs a tale and an unsavory one in the history of playground activities in the City of Philadelphia.

In 1915, the Playgrounds Association of Philadelphia, recognizing the urgent need of a supervisor of playgrounds, procured the services of Mr. J. Leonard Mason, a capable man, trained and experienced in recreational activities. As no provision then existed for this position our Association paid his salary for some eighteen months until Councils created the municipal office of Supervisor of Recreation. Last May the position became vacant through Mr. Mason's resignation. The caliber of man to succeed him was naturally of great interest to us, realizing as we did the unusual qualifications necessary.

Notwithstanding the fact that an efficient and experienced temporary incumbent was secured and that the Mayor of Philadelphia was requested by the Board of Recreation to postpone further action till Autumn, announcement of an examination for applicants for the position of supervisor was made on June 6th.

The following text of an affidavit made by Mr. Otto T. Mallery, a tax payer and Treasurer of the Playgrounds Association, on which a warrant was issued for the arrest of Thomas B. Smith, Mayor of Philadelphia, on the charge of misbehavior and misdeameanor in office, concisely explains the controversy over the appointment of Eduard R. Gudehus and the occasion for the warrant of arrest.

Otto T. Mallery, being duly sworn according to law, deposes and says that he is a citizen of Pennsylvania, and resident and taxpayer of the city of Philadelphia, and that Thomas B. Smith, of the said county, being then and there Mayor of the city of Philadelphia, did, within one year last past, *commit the crime* of misbehavior and misdemeanor in office, which crime was committed under the following circumstances and in the following manner:

"The said Thomas B. Smith, being Mayor as aforesaid, did appoint certain citizens of said city to the post or office of member of the Board of Recreation, to which said board or office he was

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by law entitled to appoint. Among the citizens so appointed were Ernest L. Tustin, Henry Berkowitz and Sophia L. Ross.

"That by virtue of his office of Mayor, the said Thomas B. Smith was also a member of said Board of Recreation. By reason of the resignation of J. Leonard Mason, who held the post of supervisor of recreation under said board, a vacancy existed in said position of supervisor, which it became the duty of the said board to fill by the appointment of a competent and proper person to the post.

WHAT POST REQUIRED

"That by the provisions of the by-laws of said Board of Recreation, the duties of the person filling the said post of supervisor were such as to require that he should have practical experience in connection with the work of recreation, playgrounds and physical education, and with organizations or boards conducting such physical education, and to be generally competent for the post of supervisor by character, knowledge and previous practical experience.

"The vacancy in said post was temporarily filled by the said board in accordance with law by the appointment of William H. Welsh. In order to make a permanent appointment to said post, it was necessary under the law that the Civil Service Commission of said city should by public notice, advertise a time for an examination of applicants for said position and certify the names of at least four applicants for said position, who had successfully passed said examination and were eligible for appointment.

"Without the knowledge of a majority of the members of the Board of Recreation, the said Civil Service Commission, on June 6, 1918, did issue and advertise a notice for an examination of applicants for the position of said post of supervisor, to take place on the 28th day of June, 1918, and did advertise in accordance with the duties required of said supervisor by the by-laws of said Board of Recreation, that applicants 'would be required to have had experience in recreational activities and have had responsible contact with such work.'

ABUSE OF POWER

"Nevertheless, the said Thomas B. Smith, desiring and intending to have *Eduard R. Gudehus, an incompetent and unfit person*, passed by the said Civil Service Commission and certified to the

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Board of Recreation as an eligible person for appointment to said position, did *wrongfully and in abuse of his official position and power*, induce, require, and compel William H. Kreider, secretary of the said Civil Service Commission, to cancel the said notice so advertised and to advertise in its stead another notice under date of June 12, 1918, for said examination on the 28th day of June, 1918, and to omit from said notice so advertised the requirement of practical experience above referred to as a necessary qualification for applicants for said post.

"That the sole purpose of the said Thomas B. Smith, Mayor, in thus procuring the cancellation of the first notice advertised for said examination and the advertising of said second notice with the omission of the qualification of experience above referred to, was to enable him, the said Thomas B. Smith, Mayor, to secure for the said Gudehus, notwithstanding his unfitness and incompetency, by reason of his lack of practical experience, the appointment to the post of said supervisor *as a personal reward for services rendered to the said Mayor personally*, said position carrying with it a salary of three thousand dollars per year.

PROTESTED TO MAYOR

"That the action of the said Thomas B. Smith with respect to said second notice of examination was wholly without the knowledge or consent of a majority of the members of said Board of Recreation, and that the said Ernest L. Tustin, Henry Berkowitz and Sophia L. Ross, aforesaid, did personally protest to the said Mayor against his said action, whereupon the said Thomas B. Smith, Mayor, did state to the said members of said board that he did have the said change made in the qualifications for said position by the said secretary of the Civil Service Commission of his, the said Mayor's, own motion, and because the said Gudehus did not possess the qualification of practical experience, and that he desired to reward the said Gudehus for personal services rendered to him, Thomas B. Smith, by having him, the said Gudehus, appointed to said post as supervisor, and that *as he could not pass the examination required by law and be so appointed under the requirement of practical experience on the part of the appointee to the said post of supervisor, he had personally instructed and directed the said secretary of the Civil Service Commission to cancel and revoke the said first notice, and to advertise in its stead a second notice of examination omitting*

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the said qualification of practical experience on the part of an applicant for the said position of supervisor.

WANT OF EXPERIENCE

"The said members of said board last above referred to objected to said action of said Mayor and told him that they could not conscientiously vote for the said Gudehus for the *post* of supervisor because of his unfitness and want of experience, even though he passed the said examination under the *second* notice advertised by said Civil Service Commission as above set forth, and that *the action of the said Mayor was against the public interest and would be injurious to the work of the said Recreation Board*, and that the appointment of said Gudehus as supervisor would *be injurious to the public interest, harmful to the work of said board, and to the detriment of the educational system* established by said board and the welfare of the school children of said city.

"Notwithstanding said protests and objections by said members of said board, the said Thomas B. Smith, Mayor, did state that he would expect the said members of said board to vote for and appoint said Gudehus to said position if he passed the said second examination, and that if they did not do so he *would* remove them from their offices and appoint in their places and stead other persons who would vote for and appoint said Gudehus to said position of supervisor.

RESULT OF EXAMINATION

Afterward, the said examination having been held, the said Civil Service Commission did certify to the said Board of Recreation, that but one person, to wit: said Gudehus, had passed the said examination with an average of 71 (*70* being the minimum average required by said Civil Service Commission, to entitle an applicant to be placed in the list of eligibles for appointment), and that seven other persons who took the examination at the same time, most of whom had had practical experience in connection with the work of said Board of Recreation itself, had failed to obtain an average of 70, and were, therefore, not certified as eligibles to said Board of Recreation.

"Subsequently, the said Mayor did again communicate with the members of the Board of Recreation above referred to, and did demand that they should vote for and appoint the said Gudehus

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to said position, of supervisor. Whereupon, the said members of the said Board did again protest to the said Mayor that *they could not in good conscience vote for or appoint the said Gudehus because of his incompetency and unfitness*, and because they were entitled by law, before making an appointment, to have a list of at least four eligibles certified to the Board of Recreation by the Civil Service Commission, from which list of eligibles a competent appointment might be made.

DEMAND BY MAYOR

"And the said Thomas B. Smith, Mayor, did again state to the said members of said Board that he would require them to vote for the said Gudehus, as he personally desired to reward the said Gudehus, and had promised to give him an appointment on the city payroll as a reward for personal services to him, the said Thomas B. Smith, and again did threaten the said members of the said Board that if they did not vote for the said Gudehus he would remove them from office, and appoint others in their stead who would vote for the said Gudehus, and thus enable him, the said Thomas B. Smith, to reward the said Gudehus for personal services done for him, the said Thomas B. Smith.

"And the said Henry Berkowitz did, in a letter written to the said Thomas B. Smith, Mayor, set forth his conscientious official objections to the appointment of the said Gudehus because of his want of qualification and fitness and to the course of the said Mayor in endeavoring to have such said appointments made, and other citizens, also interested in the welfare of said City and the education of the public school children of said City, did, in writing and otherwise, personally protest to said Mayor against his action in endeavoring to compel the said Board of Recreation to appoint the said Gudehus to said office of supervisor, notwithstanding the members of said Board were unable in good conscience, because of the incompetence and unfitness of said Gudehus, to vote for his appointment.

CALLS FOR RESIGNATIONS

"And the said Thomas B. Smith, Mayor, did thereafter demand that the said members of said Board of Recreation should resign their offices because of their said refusal to vote for said Gudehus for the post of supervisor and in order that the said

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Mayor might appoint others in their stead who would appoint said Gudehus.

"The said members of said board did not comply with the demand of said Mayor that they should resign their offices for the reason aforesaid, and thereafter held a meeting of said Board of Recreation on the 16th day of July, 1918, at which they passed a resolution requesting the said Civil Service Commission to hold an additional examination and certify to the said Board of Recreation, as required by law, a list of at least four eligibles for the said post of supervisor, from which list the said board might make a lawful selection and competent appointment.

"Whereupon the said Thomas B. Smith, Mayor, in execution of his threat to remove the said members of the said board if they did not violate their official consciences and make an appointment believed by them to be unfit and improper, did, in the unlawful, wrongful and abusive exercise of his discretion as Mayor, remove the said Ernest L. Tustin, Henry Berkowitz and Sophia L. Ross from their offices as members of the said Board of Recreation aforesaid.

"UNLAWFUL PURPOSE"

"And thereafter, the said Thomas B. Smith, in further pursuance of his *unlawful purpose* to put the said Gudehus upon the public payroll in reward for personal services, and secure his appointment as supervisor aforesaid, did thereafter, as Mayor of said city, appoint to fill the places of the members so removed other persons as members of the said Board of Recreation for the *sole purpose of carrying out his unlawful purpose* aforesaid, and the said members so appointed by him did, carrying out the purpose for which they were so appointed by said Mayor, vote for and appoint the said Gudehus to the said post of supervisor aforesaid.

"Whereby, the said Thomas B. Smith, Mayor, by reason of his unlawful acts aforesaid, and by reason of his illegal, wrongful and abusive exercise of his official power and discretion, against the public interest and to the detriment of the public services, and solely with a view to the accomplishment of said personal unlawful ends and objects, *did commit misbehavior and misdemeanor in office, contrary to the peace, good order, public economy and law of the Commonwealth of Pennsylvania.*"

The Playgrounds Association in its endeavor to support those

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members of the Board of Recreation loyal to the interests of the children of Philadelphia, did everything in its power by petition and protest to prevent the introduction of politics into the administration of the playgrounds. Time will tell whether methods such as were employed in the appointment of Supervisor will be tolerated by the citizens of Philadelphia.

Thanking you for your courtesy in granting me the space to place the entire situation before your readers, I am,

Very sincerely yours,

JOSEPH WOOD WAGNER,

October 8, 1918

President

State Legislation for Physical Training*

THOMAS A. STOREY, M. D., PH. D.

Professor of Hygiene, College of the City of New York

Inspector of Physical Training, Military Training Commission, State of New York

CHRONOLOGICAL ANALYSIS

Since May 15th, 1916, seven states in this country have enacted physical training laws. The first of these became a law on May 15th, 1916, when Governor Whitman of New York signed the Welch Bill. The New Jersey law was introduced February 13th, 1917; Nevada, adopted March 21st, 1917; Rhode Island, April 19th, 1917; California, May 26th, 1917; Maryland, introduced March 22nd, 1918; Delaware adopted April 10th, 1918.

Illinois The State of Illinois possessed a law on physical training which was signed by the Governor of that State on June 26th, 1915. This law of Illinois, therefore, antedates those of all these others. It provides for physical training in all of the public schools and in all of the normal schools of the State.

So far as I can discover, no special provision has been made in that State for the operation of the law; no appropriation for the development of a program or the publication of a syllabus, and no resource for the employment of state supervisors, inspec-

* Presented before Physical Directors' Society of the Y. M. C. A., Springfield, June 3, 1918

* Reprinted from *Physical Training*, September, 1918

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tors or other administrators of physical education. I understand that the people of the State are not satisfied with the law and that efforts have been made to amend it so that it may serve a more useful purpose.

New York The New York law, approved May 15th, 1916, and amended at this last session of the legislature, provides that "all male and female pupils, above the age of eight years, in all elementary and secondary schools of the State, shall receive, as a part of the prescribed courses of instruction therein, such physical training under the direction of the Commissioner of Education, as the Regents, after conference with the Military Training Commission may determine during periods which shall average at least twenty minutes each school day." "Similar courses of instruction shall be prescribed and maintained in private schools of the State and all pupils in such schools above eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides."

The administration of this law in the State of New York is a function of the Regents of the University of the State of New York, that is, of the State Department of Education. A bureau of Physical Training has been established as a subdivision of the State Military Training Commission. The State Inspector of Physical Training, the chief officer of this Bureau, is required, in accordance with the law, to observe and inspect the work and methods described under the provisions of the Education Law relating to instruction in physical training. The State law in New York also provides that all public schools in the State employing special teachers of physical training, qualified and duly licensed under the regulations of the Regents, may receive financial support from the State to the extent of half the salary of each teacher so employed, provided that half the salary does not exceed \$600, and the law further requires that "The Board of Education or trustees of every school district in a city, and every union free school district regularly employing ten or more teachers, shall employ a teacher or teachers qualified and duly licensed under the regulations of the Regents to give such instruction; in every other

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district of the state they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers qualified and duly licensed under the regulations of the Regents.

At the last session of the legislature, the sum of \$60,000 was appropriated for the purpose of enabling the Education Department of the State to provide for the supervision and special instruction in physical training of teachers of other subjects who are assigned or designated, as required by law, to give instruction in physical training.

Pursuant with the enactments of 1916, the Regents of the University of the State of New York and the Military Training Commission of that State, produced jointly a State Program and Syllabus of Physical Training, which in published form covers about 300 printed pages. In this program and syllabus, physical training is interpreted as covering: (1) "Individual health examination and personal health instruction (Medical inspection)" (2) Instruction concerning the care of the body and concerning the important facts of hygiene (recitations in hygiene) and, (3) Physical exercise as a health habit, including gymnastics, elementary marching and organized supervised play, recreation and athletics."

The program and syllabus now operating in the State of New York requires six hours a week in physical training from every pupil who comes under the provision of the law.

New Jersey The physical training law of the State of New Jersey was introduced before the legislature of that State February 13, 1917. This law requires that "there shall be established and made a part of the courses of instruction in the public schools of this state (New Jersey) what shall be known as 'a course in physical training.' Such course shall be adapted to the ages and capabilities of the pupils in the several grades and departments and shall include exercises, calisthenics, formation drills, instruction in personal and community health and safety and in correcting and preventing bodily deficiency and such other features and details as may aid in carrying out these purposes, together with instruction as to the privileges and responsibilities of citizenship, as they relate to community and national welfare, with special reference to developing bodily strength and vigor and producing the highest type of patriotic citizenship, and in

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addition, for female pupils instruction in domestic hygiene, first aid and nursing. To further promote the aims of this course any additional requirements or regulations as to medical inspection of school children may be imposed."

The New Jersey law prescribes that the State Commissioner of Education, with the approval of the State Board of Education, shall prepare a course in physical training in compliance with the State law and that experts may be employed to assist him in preparing such courses of instruction and in putting those courses into operation in the public schools of the State.

All children physically fit and capable of doing so, are required to take the course in physical training as provided by the State legislature and such course is made by law a part of the curriculum prescribed for the several grades. It specifies that the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time requirement in New Jersey is "at least 2½ hours in each school week." The law further requires that all students in the state normal schools of New Jersey shall receive thorough instruction in physical training and that such instruction shall be provided for all students in attendance at the State summer schools as shall elect to take such instruction.

Instruction in courses of physical training in New Jersey are subject to the general supervision and direction of the Commissioner of Education, who is authorized by act of the Legislature to appoint such expert assistants as in the opinion of the State Board of Education shall from time to time be necessary to carry out the purposes of the State law. Local Boards of Education are authorized to raise money for the support of the local expense attending upon operating the State Law of Physical Training, but no special provision is made by the Legislature of the State of New Jersey for State support in local school systems. The general law governing the distribution of money regarding apportionment to teachers is, however, effective in the case of physical training supervisors and teachers.

The original bill provided the sum of ten thousand dollars for the purpose of enabling the State Commissioner of Education and the State Board of Education to carry out its provisions and made it a law that the sum of \$12,000 be provided in the annual appropriation bill for the purpose, for the year 1918.

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Pursuant with the provisions of this law, the Commissioner of Education and the State Board of Education of New Jersey, have produced and published a State Program and Syllabus of Physical Education.

Nevada The physical training law for the State of Nevada was approved on March 21st, 1917.

This act reads in part as follows:

"Section 1. It is hereby made the duty of all school officers in control of public high schools in the State of Nevada to provide for courses of instruction designated to prepare the pupils for the duties of citizenship, both in time of peace and in time of war. Such instruction shall include:

(1) Physical training designed to secure health, vigor and physical soundness of the pupil; (2) Instruction relative to the duties of citizens in the service of their country. It shall be the aim of such instruction to inculcate a love of country and a disposition to serve the country effectively and loyally.

"Section 2. All Boards of Education or Boards of School Trustees of county or district high schools offering a four years' high school course are hereby empowered to employ teachers of physical training who shall devote all or part of their time to physical instruction for boys and girls.

"Section 3. In order to assist in the payment of salaries of said physical training instructors, there shall be levied on the passage of this act an ad valorem tax of five mills on the hundred dollars of assessed valuation of all the taxable property of the State."

The Superintendent of Education for the State of Nevada has issued a program and syllabus for physical training, pursuant with the provisions of this law.

This Nevada law has the advantage of providing an assured income through its ad valorem tax for the assistants of the various high schools and the payment of salaries of their teachers of physical training. It apparently does not provide any administrative machinery whereby the State Superintendent of Public Instruction may more effectively direct, supervise and inspect the operation of the State Program of Physical Education. The law unfortunately leaves out of consideration the elementary schools of the State in which physical training is even more important than in secondary schools. I am informed that this deficiency is

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met in part at least through the authority of the State Department of Education which has made physical training a requirement in the elementary schools of the State.

Rhode Island On April 19th, 1917, the Governor of the State of Rhode Island approved a law to provide physical training for school children, which reads as follows: "All children above the age of eight years, attending public schools or such other schools as are managed and controlled by the State, shall receive therein instruction and the practice in physical training under such regulations as the State Board of Education may prescribe or approve during periods which shall average at least 20 minutes in each school day. No private school or private instruction shall be approved by any school committee . . . as substantially equivalent to that required by law of a child attending a public school in the same city and town, unless instruction and practice in physical training, similar to that required in the public schools, shall be given.

"For the purpose of preparing and introducing such course of instruction, the sum of \$500, or such sum thereof as may be necessary, is hereby appropriated"

Pursuant with this act of the Legislature, the State Board of Education has issued a syllabus for physical education in the schools of Rhode Island.

This syllabus is concerned with (1) The provision of the health and sanitary environment for pupils (2) A personal health examination and instruction for each pupil at least once a year by a physician and specialist and daily by the parent and teacher. (3) Class instruction concerning the important facts of physiology and hygiene for all children and all grades. (4) Exercises including such motor activities as marching, gymnastics and supervised play and recreation.

The general plan and syllabus of physical education for the schools of Rhode Island covers 110 printed pages.

There seems to have been no provision made in this law for the expense of enforcing this requirement in physical education by the Board of Education in the State of Rhode Island; no provision for state support of local school systems for the employment of special teachers; and no provision for administrative machinery for supervision, direction, or inspection of the operation of the law. Unless some such support is given, the proba-

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bilities are that the law will not be particularly productive in Rhode Island. These deficiencies in this law seem to have been supplied partially at least by already existing resources within the office of the State Commissioner of Public Schools. The following memorandum from that office is reassuring:

"The physical education law will be codified with other laws dealing with provisions for the safety and health of school children. The law is mandatory, has been put into effect and is being complied with throughout the State. It is to be regretted that a section of the original bill carrying an annual appropriation for special state supervision and inspection was not enacted into law. A state supervisor devoting full time to supervision and inspection, could do much to accelerate progress."

California On May 26th, 1917, an act providing for physical education became a law in the State of California.

This law provides that the school authorities in the public schools of the State, elementary and secondary, shall prescribe suitable courses of physical education for all pupils, except such as may be excused from such training on account of physical disability.

The aims of physical education are stated in the California law, as follows:

"To develop organic vigor, provide neuromuscular training, promote bodily and mental poise, correct postural defects, secure the more advanced forms of coordination, strength and endurance, and to promote such desirable moral and social qualities as appreciation of the value of cooperation, self-subordination and obedience to authority and higher ideals, courage and wholesome interest in truly recreational activities; to promote a hygienic school and home life, secure scientific sanitation of school buildings, playgrounds and athletic fields and equipment thereof."

The California law makes it a duty of the superintendent of schools in every county or city, and of every board of education, board of school trustees or high school board, to enforce the courses of physical education prescribed by the proper authority, and to require that such physical education be given in the schools under their jurisdiction or control.

In the elementary schools the time requirement in California shall "average 20 minutes in each school day," and in the secondary schools "at least two hours each week, while that school is in session."

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This law requires that if the number of pupils in a given school system is sufficient, there shall be employed a competent supervisor or such special teachers of physical education as may be necessary. The enactment further specifies that the State Board of Education shall require a course in physical training in all the normal schools of the State and provides that the State Board of Education shall prescribe a course in physical education for such schools and shall make the completion of such course a requirement for graduation.

Under this law, it is the duty of the State Board of Education: (1) "To adopt such rules and regulations as it may deem necessary and proper to secure the establishment of courses in physical education in the elementary and secondary schools in accordance with the provisions of this act; (2) To appoint a State Supervisor of Physical Education (3) To compile or cause to be compiled or printed a manual in physical education for distribution to teachers in the public schools of the State."

The sum of \$10,000 was appropriated for the purpose of carrying out the provisions of the California law.

The California program has not yet been printed. Some advance information has been given out and there is every evidence that Clark Hetherington will produce for that state a thorough and carefully developed curriculum. The present emphasis in California seems to be directed toward the training of teachers, which is without doubt the most important factor necessary for the successful development of a state-wide program of physical education.

In my judgment, the California plan will be handicapped because of inadequate financial assistance, unless the legislature does better than \$10,000 a year for the supervision, direction and administration of physical education throughout the State.

Maryland The physical training act which is now a law in the State of Maryland was introduced before the Senate of that State on March 22, 1918.

This law reads in part as follows:

1. "There shall be established and provided in all the public schools of this State and all schools maintained or aided by the State, physical education and training for pupils of both sexes during the following minimum periods: A. In the elementary public schools at least 15 minutes in each school day and also at

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least one hour of directed play outside of regular classroom work in each school week. B. In public high schools at least one hour in each school week and also at least two hours of directed play or athletics for all pupils outside of regular classroom work in each school week."

The law of Maryland provides for the appointment of a supervisor of physical education whose duties shall be to direct and carry out the provisions of the State law under the direction of the State superintendent of schools. The State Board of Education is further authorized and directed to appoint such other assistants, both clerical and professional, as may be recommended by the State superintendent of schools as necessary in the administration and supervision of physical education.

The law further provides that the state supervisor of physical education immediately after his appointment "shall organize his work and shall formulate the necessary and proper plans, courses and regulations for carrying out the provisions in the State Law of Physical Training.

The Maryland program has not yet appeared. The time obviously has been too short for the organization and publication of a program and syllabus for application in the schools of that state. In view of the great resource which Maryland possesses in its highly trained and public spirited citizens prominent in the health educational movements of our nation, it is to be expected that Maryland will produce an effective and far-reaching plan for the physical education of her school children.

Delaware On April 10th, 1918, an act was approved by the Governor of the State of Delaware "prescribing physical training for the school children of the state and creating a physical training commission to inaugurate a system of physical training for school children."

This law reads in part as follows:

"That from and after the passage of this act, the school children of this State shall receive physical training, the character and methods of which shall be prescribed from time to time by the State Board of Education and a commission is hereby created to be known as 'The Physical Training Commission,' whose duties shall be to devise a system of physical training and inaugurate the same in the schools of this State, subject to the direction of the state board of education.

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"The said Commission shall consist of the Governor and four suitable persons, to be appointed by the Governor, who shall serve without pay. The functions of the said Commission shall cease when a system of physical training shall have been inaugurated as provided in section 1 of this act."

So far as I know, the personnel of the Physical Training Commission provided for in this act has not yet been made public. It is obviously too early to anticipate the character, the scope or the possibilities of physical training in the State of Delaware consequent on this law. It is to be expected, however, that in face of the acute realization of the importance of physical education which is now gripping the world, Delaware will make full use of her opportunity.

THE OBLIGATIONS WHICH THESE LAWS BRING TO THE TEACHER OF PHYSICAL TRAINING

It is obvious from a review of this recent state legislation that the field of physical education has grown enormously here in America within the last two years. Never before in the history of this country has there been such a remarkable growth. The demand for expertly trained and competent teachers of physical training exceeds the supply by a greater margin than ever and this demand will inevitably increase with the better organization and operation of physical education in the states in which these laws have been recently enacted, and in those other states which most certainly will follow. Massachusetts for two consecutive years has attempted to secure a State law in physical education. We are told that efforts in the same direction have been made in Connecticut, Pennsylvania, Illinois, Ohio and Colorado. It is inevitable that other states will make the same effort and that physical training will, within the not distant future, become a requirement in every state in the Union. Federal laws with this end in view, are even now being devised and formulated so that the time may soon arrive when our national government will support physical education in the states of this country just as it now supports vocational education through the action of the Smith-Hughes law.

All this means an increasingly heavy and a continuously growing demand for teachers especially fitted to do this work, and it means that the time will soon come when every teacher, no matter what he or she may teach, will have been trained in the

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elements of physical education just as every teacher is now trained in the elements of English or arithmetic.

With these facts before you, and with the memory of your own observations and experiences during the last three or four years, you must be asking yourselves just as I have asked myself why it is that the importance of physical education has impressed itself so rapidly and compellingly upon the great public and its legislative representatives. And I know that you have given answer with as little delay as I have. I know that you realize that the great war has emphasized and driven home truths which appealed to us as specialists in physical education before this war was declared and at a time when many of us thought a war among civilized nations was an impossibility. This war has wakened the world to the importance of the human being as a national resource; to the importance of man power and woman power; to the stability and continuity of the nation; and to the importance of vigorous and enduring health as a solid basis for national conservation and national defense.

This enormous expansion in physical education brings serious problems for the specialist in physical education to settle; problems that involve an analysis of our work in the past and a construction of programs for the present and for the future.

We dare not be satisfied with the products of physical education of yesterday. The value of that physical education has been grimly measured and mercilessly tested since we entered this great war. If you accept the standards of our first draft, you must admit that a rejection of 30 or 40% of our young men because they were physically unfit for military service would seem to show that our physical education has been only 60 or 70% effective. If you accept the standards of the Life Extension Institute you will have to admit that our physical education has failed to produce a sound body in 50% of our fellow-citizens. If you accept the standards set by the regular army, you will have to admit that 80 or 90% of the men who are applying for service there are unfit and, militarily speaking, must be thrown into the scrap heap because physical education for them has failed.

In the face of the facts that have been produced in England, France and America, no specialist in physical education today would dare maintain that it is desirable to continue the standards of effectiveness that existed yesterday when these men now being rejected at the draft were being conditioned in our schools and

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through our systems of physical education for the demands of citizenship which they are now facing.

We must not be—we cannot be—contented with the sort of work that has been done in the past; with the extent of that work and with the number of specialists who have been engaged in its operation. It is your duty, and my duty, as long as we remain in physical education, to bend every energy, to be more usefully productive, to encourage the entry into physical education of competent young blood and to stimulate all those who are now occupying responsible positions in which they come in contact with the boys and girls of today to redouble their efforts so that those boys and girls may be ready for the demands which are going to be made upon them tomorrow.

The most important thing today is victory. Nothing else counts but success in this war. But this war will not be ended soon. Are you going to permit it to happen that the boys in your hands today will be thrown, 30% of them, or 50% of them, or 90% of them into the scrap heap because they are not ready physically for the demands of military service when those demands are made upon them? You and I are now training future soldiers in a pre-military period in which immense armies have been lost in the past because of poor training. In that same past, from the standpoint of our regular army, only one boy out of every seven has been conditioned, while a boy, so that he was physically acceptable when a man for military service. When I realize that future battles may be lost because of inadequate and inefficient pre-military training right now, it makes me wonder that every state and every country and every district in this whole land of ours is not spending its greatest energy to conserve the lives and vigor of their boys and girls.

You men and the men and women that are working with you in physical education have a responsibility that is second to that of no profession, and no group of men and no group of women anywhere in this world, in your relationship to the army that is going over there next year and the year after next and throughout the sequence of years that this war is going to last. Upon you rests a responsibility which I am afraid you have not realized, which I am afraid thoughtful men and thoughtful women in this country do not adequately realize, and with every persuasion which I possess I would urge you to consider your responsibilities and your opportunities most seriously.

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For these are days of serious thought; days when every man of us plans to do for his country the thing he can do best; days when we challenge the things we are doing and test them in terms of patriotic service. What are you doing? What am I doing for the support, the success of this nation in its period of peril and critical need? I heard the Honorable J. Sloat Fassett the other day ask in language which I cannot reproduce: "These young men are giving all they have; their hopes of home and family and their plans for success and happiness, even their lives—for you. Are you worth it?"

And I heard Harry Lauder say one day last winter: "If they over there are willing to die fighting for you, you over here should be willing to die working for them."

And we search our souls each day to find the answer?—"Am I worth it?" "Am I working for them?" "Am I doing the thing I ought to do?" "Should I be in the army, the navy, building ships, in the Red Cross, with the Y. M. C. A., or with the Recreation Commission?"

The affairs of yesterday seem so commonplace, so ordinary and so inappropriate. The things of today are so dramatic, so spectacular and so immediately and critically and seriously appropriate. The urge to forsake the occupations of yesterday; to go into the objective things and the applications of today is well-nigh compelling. The relative values of the two appear at first to be wholly unequal. But sober judgment insists that we analyze the things we do; that we examine into our activities and weigh their deeper values in relation to possible national and international utilities before leaving them for newer activities and applications.

Some of us *must* go into new work. Some of us *will* find our best service somewhere in some new job and in some new field. Who is it that *must* stay "on the job?" What kinds of work—the old work of yesterday—are essential to the future integrity of our nation? Who are they who should wait?

It is harder each day to answer these questions. The pressure from many sources raises the question anew each morning after every answer that led us last night, sleepless, to decide that it is our patriotic duty to stay with our work—to "keep the home fires burning." And on every new day every man of us reopens his case.

Fortunately for the safety of our decisions there is a growing

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accumulation of evidence that bears upon the essential national importance of physical education. Voices are being heard and judgments are being rendered that assist the civilian not of the age of conscription in his decision.

You who are specialists in physical training must give ear to the judgments of the great public through its professional men, its educators, its legislators, its military men, its congressmen and its President. As I interpret these judgments they go a long way toward making it your patriotic duty to stay with your work, to see it with a larger vision and to do it with a greater vigor and a deeper conscious patriotism.

I have told you that the legislatures of New York, New Jersey, Rhode Island, Nevada, California, Delaware and Maryland have passed laws establishing physical education in the schools of their states, and you know that like bills are pending now in other legislative bodies in this country.

If you have read "The Wasted Years" that appeared two years ago in the *Nation*, a publication issued in London, you will have noted that England will never again let it be said that she cared for her boys only when she needed them for war. For England has determined to make physical education a compulsory part of her national educational program. France has reached the same decision and there are strong factors at work here in America, as I have told you, that must lead our own country to a universal requirement in physical education.

We have public statements from General Wood, General Crowder, Secretary of War Baker and President Wilson, that insist upon the fundamental values of physical education for military citizenship as well as for civic service. No wise military man today will fail to tell you that military training should be superimposed upon a physical training that has produced a strong vigorous body.

On every hand we find evidences of dissatisfaction with the high percentage of men rejected at the draft because of physical deficiency and with our high morbidity and mortality rates from preventable and postponable diseases.

Intelligent citizens are everywhere considering ways and means for the more effective conservation of our national resource in man power and woman power. Our city and state boards of health and boards of education, our national security organizations and defense leagues, our educational, medical and

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health societies, are recording themselves more and more insistently for the more effective acquisition and for the more thorough conservation of national health.

Physical training or physical education, or whatever you may choose to call this thing you are doing, is finding itself. The specialist in physical education who thought yesterday that his concern was only with muscles, finds today that he has been and that he must be engaged in building men and women; that he cannot limit himself to a part of the great problem; and that his duty, now a patriotic duty, brings him face to face with every influence that bears upon the physical, mental and moral health of the citizen of the present or the citizen of the future now under his care.

The men who have made physical training laws in seven of these United States interpreted physical training as a health process. In no single state in which such laws have been enacted or proposed, has the conception been limited to a vision less broad or to a field less fundamentally comprehensive.

My analysis of physical training as it is revealed in the departments of physical training in our schools, colleges and universities, and as conceived and stated by our state and federal law makers, leads me to define it as a program for the acquisition and conservation of health made up of divisions concerned with health examination, health information and the establishment of health habits; and it is wholly satisfied by no less a quality of health product than that represented by the normal growth and the normal function of each and every organ of the human body.

These State laws on physical training that I have been discussing here were enacted in order to conserve human life—the chief and most precious asset of the State. Universal physical training when it comes, and it must come, will come for the same compelling reasons and for the same state and national purposes.

And you specialists in physical education are engaged in an essential and patriotic service. If you are ready, as Harry Lauder urges, to "die working for them over there," if you are putting the best you have into your work, you are doing a service that is preparing the nation for successful battles of war over there and for successful battles of peace over here. You are concerned with a physical training that is not satisfied with a degree and quality of human health that is represented by being merely well or by the man or woman who is able to be out of bed and eat

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three meals a day and get about without an abnormal temperature. It is your job to add an enormous resource to the man power and the woman power of your country; to reduce and perhaps remove entirely the great percentage of young men thrown into the scrap heap by the draft; to save hundreds of thousands of young men for the armies which we must have in the years that this great war is going to last; to stop our staggering annual losses in working time through sickness and accident and provide thousands and millions of working days now lost for the construction of our fleets and munitions to supply the needs that will be larger and more insistent in these coming years; and to give to the nation not only the lives of men and women saved from preventable and postponable death, but the lives of men and women made more productive, more physiologically useful and more enduring.

Think again of the armies you are training. Think of the armies you are conditioning! Think of the armies you can save for tomorrow—for the tomorrow when our country will need all the human resource, all the man power and all the woman power here and abroad that we and our Allies can produce, to win the victory we must have.

In the State of New York, as in every other State in this Union, we are short of teachers, short of nurses, short of medical internes and short of physicians. Five hundred thousand boys in that State should reach the age of twenty-one in the next five years. Are we getting them ready? Of those who live to reach that age, will thirty percent or fifty percent or eighty per cent be physically unfit? And whose fault will it be?

If you are in this work; if you are preparing boys and girls for the demands of life—if these are the noble purposes of your work, keep it up! Don't leave it uncovered! Work harder! We must win this war! Nothing else matters! Without this service we lose!

Boys and Girls to Help Win the War

THEY WILL JOIN IN A NATION-WIDE
EFFORT OF SERVICE AND SACRIFICE.

America's boys and girls are to have a chance this fall to help win the war. Seven great organizations engaged in providing for the comfort and happiness of our soldiers and sailors the

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whole world over have joined to give the young generation this opportunity to do its share.

The Young Men's Christian Association, the Young Women's Christian Association, the National Catholic War Council (Knights of Columbus), the Jewish Welfare Board, the War Camp Community Service, the American Library Association, and the Salvation Army, in their United War Work Campaign to raise \$170,500,000 for the continuance of their war activities, will challenge every boy and girl in the country to serve and to sacrifice in the "great cause." A separate division of the campaign, that of the Victory Boys, will have for its goal the lining up of "a million boys behind a million fighters." The girls too will have a separate division to be known as the Victory Girls.

Those enrolling in either division must pledge to earn and give an amount to be individually determined for welfare work among our soldiers and sailors; and this means that no boy and girl can give any money he or she has not earned.

The war has called half our workers away from their ordinary peace-time occupations, leaving much work undone in the homes and in the home communities. As the boys and girls will find their tasks in these now neglected fields, their united effort will go a long way toward helping us keep our affairs in order over here, while the giving of money earned will make for the comfort and morale of our fighters.

Community Organization Versus Institutionalism

Opportunity and Danger for War Camp Community Service

CHARLES FREDERICK WELLER, Associate Secretary, Playground and Recreation Association of America

"If it hadn't been for the war I'd never have known you nor Mrs. Sutton nor Mrs. Alderson and her daughter. You wouldn't have stood for my grammar and—everything." So said a young jackie to Miss Hinman, his hostess at the Soldiers' and Sailors' Club in Chicago. Then he went on to ask what seems to me one of the profoundest questions of the War.

"Say, Miss Hinman, I could go right up to Mrs. Sutton's door and ring the bell and go right into her home and talk to her,

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couldn't I?" "Yes, surely," said Miss Hinman. "And I can talk to you anytime, can't I?" "Yes." "And to Mrs. Alderson and her daughter?" "Yes, indeed." "And I dance with these ladies and the swell girls at your dances, don't I?" "Yes, Jimmy."

"Well," said the sailor boy, "You know I used to go to Dreamland and those other dance halls. And, say, I used to think those girls there were mighty cute and all. And last week Bill Gregson he said to me, 'let's go to Dreamland.' And I remembered the good times I'd had there and the pretty girls and we went. Well, say, do you know what happened? They made me tired. Those girls couldn't talk or nothin'. And I used to think they was some swell girls. I just had to get out and leave 'em."

"Now what I want to know is—after the war—can I know you and Mrs. Sutton and such folks? Or, have I got to go back to the Dreamland crowd and all?"

Do you agree with me that this is one of the profoundest questions which the war has yet raised; namely, will our new and nobler democracy persist when peace returns? If you feel this as I do you will also see why I believe in retail rather than wholesale hospitality for our soldiers and sailors. Why I care chiefly for the human touch, for warm human interest in the uniformed men as men and brothers. Therefore, institutions do not seem to me to fulfill our War Camp Community Service. In contrast to institutions I put my faith in organization, in Community Organization. For six years I have thought of Community Organization as America's next and greatest need. Now I am asked to explain my conception in its relation to the congenial principles and achievements of War Camp Community Service.

I

Club houses for soldiers and sailors have received during the past few months about one-third, I imagine, of all the strength and funds of War Camp Community Service. These clubs are the most popular, because most tangible, of all our activities. We must have them. They are safer in our hands than in the control of institutionalized groups. Yet, I believe these clubs represent also our gravest danger—the danger of ossification and of arteriosclerosis of our movement and for the fundamental issues of democracy which we represent.

Money and power are always dangerous, always liable to become deadening. Club houses are especially dangerous because

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they are so necessary, so beneficial, so practical, so apt to make communities regard them as the glorious end and purpose of our War Camp Community Service rather than as one of its incidental, subsidiary means.

Unless we make these Club houses serve as meeting places, bridges, occasions for outreaching fellowship between civilians and soldiers, we shall or should, regret the day they were conceived.

One way to minimize the danger is suggested by the work of the hospitality man at our Earlington Hotel and club center in New York City. He says it is impracticable to fill directly from the camps our invitations for home dinners, dances and other civilian-soldier activities and he has made the New York club houses effective as open doors to these contacts with community life.

In Chicago, too, our leaders bring women and other civilians to parties, entertainments and dances at their great Soldiers' and Sailors' Club purposing that natural acquaintanceships formed at the Club shall lead the uniformed men out of segregation into abundant fellowship with community life.

"The Jolly Tar" at Waukegan, Illinois, near the Great Lakes Naval Training Station, is a club house so inspired by warm human interest that the old "family mansion" seems like a shabby, hospitable *home* with the fewest possible traces of Institutionalism. Here the Illinois Congress of Mothers and Parent-Teachers' Association give the sailor boy a cat to pet, a kitchen stove on which to cook candy or to get himself a little luncheon, a sewing machine, electric flat iron, typewriter, victrola and some cots in the attic with home-made bed coverings—no two alike. I hope the "Jolly Tar" will never grow big, fine and wealthy because it seems now to be a close approach to the old free-and-easy home life for which many lads must be lonesome.

We must defend our souls against Segregation as distinguished from Fellowship; against Machinery in contrast with the Human Touch; against Wealth and Power displacing humble Service; against providing Static Comfort instead of Activities; against methods which are Wholesale rather than Retail.

II

That real dangers are involved is indicated by our recent experiences in a wholesome camp community of some twenty thousand people where a board of splendid men and women was organized for War Camp Community Service. Before undertaking any

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actual work they submitted a budget including subsidies of \$10,000 to the Knights of Columbus; \$600 to the Masons; \$12,500 to the local Y. M. C. A.; \$1,500 to an independent work for girls; \$1,200 to the Jewish Board of Welfare work; \$10,000 to one local club for uniformed men; \$1,950 to another; and \$5,000 for public bathing beach developments under management independent of the War Camp Community Service. They asked for \$62,000 altogether, including \$42,750 for subsidies to independent institutions.

It has been difficult in that city for our experienced community organizer himself, as well as for his new Board, to understand that their chief service to the uniformed men in the nearby camp, must be such as money cannot buy—cannot, sometimes, even see. Rumors have been circulating generally in this city to the effect that large sums were available; that other communities having fewer men in camp had been promised larger amounts; that the Government, with a big G, would either start a new great institution or greatly strengthen existing club houses. So our people fell naturally into the practical businesslike view that coordination and control are to be brought about by financial appropriations. Some of their leaders said, "Why, if we don't build new club house facilities or extend the three existing clubs, we shall be doing nothing at all for the men in uniform." Here, pressed to some of its logical conclusions was the Institutionalism which has its dangers, I believe, for all of us.

To help arouse these good people from their institutionalism I prepared a list of twenty summer-time activities requiring little or no money. Instead of funds, these activities require vision, organizing power, the stimulation and coordination of existing resources. As these suggestions for summer can be had by anyone for the asking, it were wearisome to repeat them here. They include plans for developing vacant lots as play centers; little-used asphalt streets for dances; neglected water fronts for swimming; outdoor sports; hay-rick and auto rides; hikes; camp fires and marshmallow roasts; lawn fetes and old-fashioned picnics; athletic contests; old-time and newer games; music; open-air services; special vacation-time activities for girls; auto rides and other friendly services for convalescent soldiers; and the development of appropriate help from schools, colleges and other institutions, from commercial agencies and, especially, from parks and playgrounds. To discover, enlist and extend such normal resources and relationships is Community Organization and this is distinctively the field assigned to War Camp Community Service. For the original resolution by

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which War Camp Community Service was established read as follows:

"The War Department Commission on Training Camp Activities asks the Playground and Recreation Association of America to be responsible for the work of stimulating and aiding Communities in the neighborhood of training camps to develop and organize their social and recreational resources in such a way as to be of the greatest possible value to the officers and soldiers in the camps." (May 5, 1917)

III.

One reason why Community Organization is preferable to Institutionalism is because Community Organization cannot confine its benefits to men in uniform. Institutions, like our club houses, can be limited narrowly. They may exclude girls, women, all civilians. One of our promising new clubs, conducted by a fine group of public-spirited men, proposes to limit their club house strictly to men because it is believed that the soldiers and sailors will feel freer if women are not around. Of our Chicago Club, too, soldiers have complained that there are too many sailors in the place; sailors have complained there are too many soldiers.

This liking for segregation and exclusiveness seems to be normal with many good people. (I hate it heartily.) But my point here is simply that the truer we are to Community Organization, the more inclusive and democratic our activities become.

Starting with Community Organization for soldiers, we extended the service, step by step, to sailors; to marines; to the merchant marine; to the girls of communities near the camps; to the families of enlisted men; to young men on the draft lists; to industrial workers in a few selected centers.

Where should we draw the line? Nowhere. Our distinctive emphasis is upon "*Community Service*." We are not in uniform. We are civilians. We are preparing already for social reintegration after the war. Ideally our task is to weave the fibres of social relationship from uniformed men to every soul in the community and—from the obverse point of view—to help organize every member of every community into war-winning

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efficiency, into realization of that new and larger democracy for which we fight; which also fights for us.

What do you suppose was the first reaction when I suggested to our War Camp Community Service groups in Rock Island, Moline and Davenport that the 9000 industrial employes of the Government in the Rock Island Arsenal should receive some of the same services we had been extending to the 1400 soldiers? Some community leaders said of the war worker in blue overalls what they had said a few months earlier of the man in khaki: "He is different from us, usually inferior; we have no tastes or tasks in common. Even if we were willing to welcome him into our homes, clubs and social parties he would not care to come. He likes to live on a different plane." Nonsense!

If there can be any adequate compensation for the heaped up anguish of this war it is in our growing recognition of this fact—the hidden pearl of all human experience—that normal human differences are unimportant; that we are all engaged together in a crusade great and glorious enough to lift us out of petty provincialisms; that separations based on differences in occupation, culture and opportunity are simply so much of death and dissolution for the man or for the state which they infest.

Eighteen industrial workers, leaders among the nine thousand munition workers in the Rock Island Arsenal, met our community organizer. They responded eagerly to his suggestion of club house centers, social activities and, especially, to the plan of joint committees in which the industrial employes would work in democratic fellowship with the best people of the tri-cities.

From the civilian side, one man, a veteran of the civil war, a member of our Moline committee, surprised us by his response to the suggestion of War Camp Community Service for industrial employes. "This is the most important service," he said, "that has ever come to Moline. We need it to help win the war; but we need it even more for times of peace. It points toward a solution of our labor problems." I would add that it promises democracy—for real democracy has not come until it prevails, not politically alone, but in industry and even in social intercourse.

Thus, while we emphasize the Community organization

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features of our War Camp Community Service, its field broadens. If the war lasts three years longer—which, pray God, it may not—we shall share worthily in that democratization of industry, of education, of religion, of social service and even of so-called "society" which America and the whole world need.

IV.

Consider Community Organization, now, not simply from the viewpoint of war and of training camps, but from the standpoint of my own home neighborhood in "Hyde Park," a wholesome section of Chicago.

We live near the University of Chicago in a favored community between Washington and Jackson Parks, only five blocks from Jackson Park with its wealth of baseball diamonds, tennis courts, golf links, boating and other recreations including one of the most popular bathing beaches I ever saw. A summer playground is also operated in Jackson Park at a point eight blocks from my home. We are thus environed by the famous South Park System which leads the world in small-park playgrounds. In the magnificent Hyde Park High School, eleven blocks from us, are all the modern school facilities plus a successful "Community Center." A philanthropy called "Hyde Park Center" with a playground and other social settlement activities is only six blocks away. One of the best equipped public grammar schools of Chicago, occupying a former high-school building, with gymnasium, ground-floor auditorium, large yards and a social-spirited principal, stands one block from my back gate. A Catholic parochial school housed excellently in a former public school building is less than two blocks distant. The Hyde Park Y. M. C. A. with a separate boys' building and other modern facilities inspired by a splendid spirit of service is four blocks from us. Of churches—most of them with chapels or social buildings—we have eight within a radius of four blocks.

Neighborliness, however, is no more—in our community as in others. A family living on the third floor of a three-apartment building learn through crepe upon the door of the second floor that a neighbor has died whose name and existence were unknown though he lived within twenty feet of their household. Here are the nomad cliff dwellers, the restless

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fiting families who characterize all modern flat building districts. Here are many lonesome, heartsore people, lost in the un-human wilderness of human beings; reading their newspapers, killing time at the movies, hardened by feeling that they are unknown and unneeded among their neighbors. Except through industry they have little or no relation to society. Their leisure time, with its vivifying, democratic, unifying possibilities, is dead.

Only by re-vitalizing some of this wasted leisure can we mobilize the community's resources for service to the men in uniform. A big camp nearby might help to do this for our neighborhood. But the small group of soldiers located in our midst (housed in an abandoned telephone building while they attend classes at the University) serves only to show how dead our neighborliness is, how ill-prepared to assimilate any neighbors—new or old—uniformed or civilian.

Such conservation of leisure as our community needs, has been attempted usually through institutions, not through organization. People have thought of playgrounds and of playground apparatus rather than of play. Such institutionalism has been in evidence throughout the field of social service; the "Good Neighbor" seeking life more abundant for his community, has been speedily institutionalized into an Associated Charities or a Social Settlement. Now we need Good Neighbors who shall not be walled-in. It is not enough to have static agencies like playgrounds, community centers and Y. M. C. A's.

Instead of buildings and places to which the community is expected to come—but, largely, doesn't come—America needs a community organizer for each group of twenty to two hundred households—in city, town or country.

This community organizer should become acquainted with every member of all the neighborhood families. Without preconceived notions as to the activities to be developed, he should be resourceful, adjustable, with a large repertoire of social activities. He should be familiar with the methods of modern social service; with games, dramatics, vocational developments, educational and philanthropic agencies and with the methods by which resourceful individuals or civic forces may be moved to appropriate action. Among the families with whom he becomes acquainted he will find specific needs to be met and he will stir to action the social agencies appropriate to these needs.

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For the girls of the community, dramatics, dancing, study and patriotic services should be organized, not neglecting opportunities for wholesome fellowship with boys. Especially, recreation should be emphasized which brings family groups together. For families or households, instead of segregated individuals, should be the units in some of the community's recreations.

Specialists in various fields of social integration may be needed to help the community organizer in the larger communities. Folk dances should be taught to one group of leaders; games, dramatics, orchestral and band music to others. Boy Scouts, Camp Fire Girls, the Women's Suffrage Movement, churches, University Extension and Correspondence courses, parks, community centers, people's forums—and other social service methods or agencies should do their appropriate share toward the organization of the community.

For each group of twenty to two hundred households there might well be a community organizer whose salary and working funds would total about as much as the budget of one of the eight or nine local churches—(which probably reach an average of less than one hundred families each and have comparatively small effect upon the lives of even this small number of the least needy people).

One danger which a community organizer should avoid is the danger of officialism, the danger that men and women who should be the volunteer leaders or centers of neighborhood groups will leave the employed organizer to serve alone. That would mean that the community organizer would soon have his entire time and resourcefulness occupied by a few definite clubs or organizations. Instead, he should aim constantly to make himself a disappearing quantity, to enlist volunteer leaders and to establish activities so that they will go along of themselves, while he passes on to the inauguration of others.

Here is the basic principle;—as the scientist begins with the life and material which occupy his field and works with the laws and tendencies he discovers, so we should begin, not with pre-conceived institutions into which the people are to be fitted, but with the people themselves. We must first know the people, all the people, the boys, girls, youths, men and women, and know them, not as segregated classes and not as individuals alone, but in families and in other natural groups. The instincts and desires of these neighbors, their possibilities and powers of social service,

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their relationships and aversions, must be followed out into activities which fit the people and give them the self-expression they desire.

Leisure time is clearly the key to the situation. "Recreation" simply means attractive leisure-time activities. A large contribution which the Playground and Recreation Association of America makes is through its emphasis on recreation or leisure-time organization. Other social service agencies have been too serious-minded; they have overlooked the fact that leisure time is the only time which the people have left and that recreation, with its emphasis upon social coordination and upon the expression of natural human instincts, is the key to the development of life more abundant in any community. Our War Camp Community Service must not lack any of this vision, any of this wisdom bred of experience, which has characterized the Playground and Recreation Association of America.

V.

Lorado Taft, the social-visioned sculptor, summarized these suggestions of community organization in the following letter to his immediate neighbors on a dead-end street which runs only a block and a half from Jackson Park to the Illinois Central Railway. When Mr. Taft discussed this letter with a group of us at his home, he had not yet decided to send it out. Do you think he should?

"I have been thinking of the lost art of neighborliness. The pioneers in our little, sawed-off street tell me that once they knew everybody here and that they had a happy community life of their own.

"I have lived in my house among you for eight years and know few of you by sight. I have a nodding acquaintance with certain celebrities across the street and a much prized friendship with my immediate neighbors; the rest are merely good-looking strangers. Perhaps the fact that, these days, I am working at my studio from 8 a.m. to 10:30 p.m. may explain in part, if it does not excuse my neglect!

"The other day I remarked to my wife that we were certainly fortunate in having such friends as the Riggs and the Childs, on either side of us. She agreed heartily but informed me that the Childs were moving away! Isn't that just like life?

"After a fit interval of silent mourning, I had another thought; if the rest of the people in this street are as nice as these—and the Smiths and the Codys—we are losing a great deal by not knowing them.

WAR CAMP COMMUNITY SERVICE

"(Business of profound cogitation)

"Let's get acquainted."

"Perhaps they do not care to."

"Let's try anyway."

"Now, the sensible, normal thing would be, having taken this resolution, to start out and call at each house and flat and—see what happened.

"But I have not time to do this until next September when my big job will be done—and nothing more in sight—and, besides, the old man still retains somewhat of boyish bashfulness; I don't know what you would do to me! You might think I was trying to run for Alderman or soliciting aid for the Lake Shore Drive, or who knows what! Besides Ada Bartlett, my comfortable little wife, is even busier than I—and thinks I am funny anyway.

"I guess there is no doubt about the correctness of her judgment, for I have just had this absurd idea. Let's have a basket picnic and see if we cannot get acquainted! We of our sacred enclosure, I mean. If it goes well, Jackson Park, at our door is the place to have it; but for the first time—just to make sure that we do not forget it, let's sweep clean that west end of our protected little street and set our table right there in the presence of our enemy, the Illinois Central, and eat salad and cinders in sweet converse.

"When?

"The first warm pleasant evening.

"If we need an excuse, we can call it a farewell to the Childs and others who are leaving us.

"Thus we can bring 'flowers to the funeral,' even if we have never paid such attention to the living!

"Awful thought; maybe all the rest of you are acquainted and play whist together every night. Maybe I am the only delinquent. Then *wouldn't* my cheery proposition come with good grace?

"If so, please forget my effort at neighborliness and let me subside, concealing my retreat under appropriate blushes."

Can such community organization go far, last long, or even begin at all, in most communities, without employed, professional leadership? I think not. To supply such leadership—with vision, resourcefulness and organizing power, with adequate time for the work, and with the help of specialists in various departments—this is the opportunity and obligation of the Playground and Recreation Association of America—now, through the War Camp Community Service and, after the war, in Community Organization, as distinguished from Institutionalism, for every city, town and rural region in America.

WAR CAMP COMMUNITY SERVICE

Launched as a drive for \$170,000,000, the United War Work campaign became in its early stages a drive for \$250,000,000, a figure the forces in the field set for themselves as the minimum amount they would consider as a sum that took them over the top.

The campaign, scheduled to begin Monday morning, November 11 and end Monday, November 18, united seven war work organizations. As approved by the representatives of the government at Washington, the budget of \$170,500,000 was divided as follows:

Young Men's Christian Association.....	\$100,000,000
Young Women's Christian Association.....	15,000,000
National Catholic War Council (including Knights of Columbus)	30,000,000
War Camp Community Service.....	15,000,000
Jewish Welfare Board.....	3,500,000
American Library Association.....	3,500,000
Salvation Army.....	3,500,000

It was realized that these budgets made necessary a curtailment of many features of the essential work being done by the seven organizations. No sooner was the campaign projected into the field than there arose a demand that the United War Work Campaign be made one that signified the intention of the American people to "stick by the boys to the end."

It was with the approval of President Wilson that the announcement was made to the country that the minimum aimed for was \$250,000,000. So many states rallied to this readjusted figure that it was made the definite goal.

The United War Work Campaign is the first drive in which there has been a complete union of the forces that have been ministering to the mental, moral, spiritual and material needs of the soldier, sailor and marine in and out of camp. It was this union of forces that early made it evident that the home folks were really insistent that there be no "tapering off" as far as essential war work was concerned. Every one of the seven organizations was therefore able to get into the drive on the theory that America was determined not only to see the war through but likewise determined that the hour of victory should find the American public quite as attentive to the essential needs of the millions of men in the national service as it had been during the dark hours of the war. For that reason the United War Work Campaign became a "victory drive" bent upon maintaining for the days of peace the morale so potent from the beginning in the task of winning the war.



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WHEN I was at the front, General Edwards, who commands the 26th Division in France—a division that has made itself a terror to the Huns—gave me a copy of a letter which the Colonel of the 104th Infantry in his command had received from the mother of one of his men. The letter follows:

"We think of the 104th in its time of service without any thought of self or the things which may happen to our boys to mar them or to destroy them. We think only of the more than honor which has come to us to be the mothers of such men. We are asking ourselves, 'Are we worthy of the honor their work has already brought to us?' and 'How can we become more worthy mothers of such good sons?'

"When my son left this home he took a great big patch of each day's sunshine with him. He has been the tenderest son of an invalid mother. We have been chums for twenty-five years—reading, studying, thinking, and loving together. I never shed a tear over his being away. I know his great heart could not stand to see love, home, and women outraged and destroyed. I know he is only a type of every man in your command, and if he dies it is as one of an army of noblemen.

"Because you are his war chief and all we could be to him I wanted to speak to you. Daily reports of the 104th Inf. at the front show us how splendid you all are and how faithfully you have worked to be ready to do the work you are doing today. We send you our most reverent affectionate greeting."

It seems to me that this mother caught the spirit of the thing more clearly and accurately than anything I have ever heard or seen.

RAYMOND B. FOSDICK.

The Rotarian, September, 1918